CIRCULAR 23
2500—JULY, 1937

Library Copy

OHEC
370.1730971 3
O59DE/R

ONTARIO

Ontario Department of Education

Regulations, Examinations, and Courses of Study

OF THE

Normal Schools

OF

Ontario

FOR

FIRST CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1937 - 1938

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by T. E. Bowman, Printer to the King's Most Excellent Majesty
1937

Music

Methods: The child voice, preservation and development; the adolescent voice; non-singers, causes and treatment; rote songs, unison and in parts; when and how to introduce part singing; use of the pitch-pipe in teaching songs; use of the phonograph in teaching songs; appreciation through listening; the rhythm band.

Rote Songs: The study of many songs for each grade.

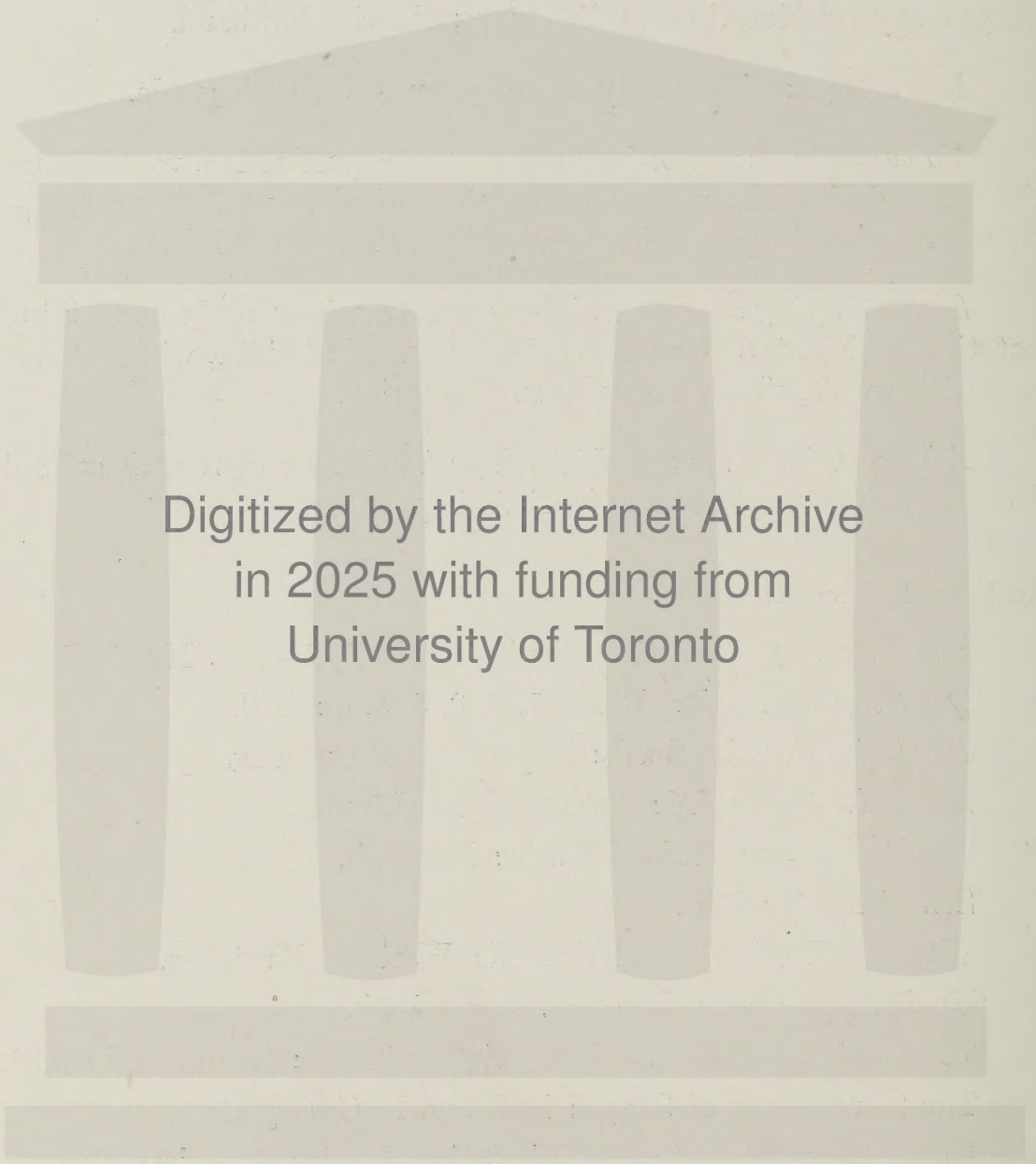
Voice Culture: Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation,—all with a view to presenting a suitable pattern for children.

Sight Singing: Ear training; eye training; rythmic training; notation sufficient to enable teachers to read at sight, with syllables and with words, simple music in staff notation.

Appreciation Through Listening: The study of records suitable for rhythmic response and quiet listening.

Books of Reference:

The New Canadian Song Series, Books 1, 2, 3, 4: Marshall.
The Singing Period, Books 1, 2, 3, 4, 5, 6: Hill.
Music in Rural Schools: Departmental Circular.
Music in Grade IX: Departmental Circular.
The Pedagogy of School Music: Marshall.
School Music: Hill.
Waterloo Rhythm Band Method: Waterloo Music Co.
Music Appreciation Lessons: Mabel Rich.
Teachers' Handbook for Music Appreciation: Rennie and Smith.
The Silver Book of Songs: Hall and McCreary Co.
Hollis Dann Music Course, First Year Music: American Book Co.
140 Folk Songs: Davidson and Surette.
A Canadian Song Book: MacMillan (Dent).



Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/regulationsexami00onta_5

ONTARIO

Ontario Department of Education

Regulations, Examinations, and Courses of Study

OF THE

Normal Schools

OF

Ontario

FOR

FIRST CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1937-1938

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by T. E. Bowman, Printer to the King's Most Excellent Majesty
1937

REGULATIONS, EXAMINATIONS, AND COURSES OF STUDY

FOR

First Class and Kindergarten-Primary Certificates

Contents

	Page
Important Notice	4
Location	5
Conditions of Admission	5
Other Requirements	6
Application for Admission	7
Sessions, Terms, and Vacations	7
Duties of Staffs	7
Duties of Teachers-in-Training	8
Text-Books	8
Library	9
Religious Instruction and the Literary Society	9
Programme of Studies:	
First Class	9
Kindergarten-Primary	9
Modification of the Courses	10
Order and Grouping of the Courses	10
Apportionment of Time	11
First Class	11
Kindergarten-Primary	11
Observation and Practice-teaching	11
Sessional Records	13
Final Standing	13
First Class Examinations	13
Interim First Class Certificates	13
Kindergarten-Primary Examinations	15
Observation and Practice-teaching	15
Interim Kindergarten-Primary Certificates	15
Permanent Certificates	16
Kindergarten-Primary, Second, and First Class	16
Appeals	17
Normal Model Schools	17
The Other Urban and the Rural Practice Schools	17
Special Provisions for the North Bay Normal School	17
Repeal of Regulations	18
Courses of Study for Interim First Class Certificates	18
Science of Education	18
School Management	19
Literature and Advanced Reading	20
Composition	21
Grammar	22
Arithmetic	22
History	23
Geography	24
Algebra	24
Geometry	25
Elementary Science	25
Advanced English	27
Reading	27
Spelling	27
Nature Study	28
Agriculture	28
Vocal Music	29
Art	29
Writing	31
Physical Education	31
Manual Training	31
Home Economics	32
Hygiene	33
Library Methods	33
Courses of Study for Kindergarten-Primary Certificates	33
Science of Education	33
Kindergarten Principles	34
School Management	34
Kindergarten Subjects:	
(Gifts)	34
(Occupations)	35
(Mother Play)	35
(Talks, Stories, Songs, and Games)	36
Spelling	36
Composition	36
Nature Study and Geography	37
Arithmetic	37
Reading	37
Literature	38
Writing	38
Art	38
Manual Training	38
Sewing	39
Vocal Music	39
Hygiene	39
Physical Education	39

IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 will be paid by the applicant, will be conducted at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation from the Normal School to the applicant's home will be paid by the Department of Education.

REGULATIONS AND EXAMINATIONS FOR FIRST CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

LOCATION

1. The courses for Interim First Class certificates are given at the Normal Schools at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, Toronto, and the University of Ottawa, and at the rural and urban schools which are used as practice schools in connection therewith, and those for Kindergarten-Primary certificates at Toronto, if the number of applications justifies the establishment of these courses there.

CONDITIONS OF ADMISSION

2. For admission to the First Class course, the applicant shall submit with his application *one* of the following:—

(1) Certificates that he has passed the Lower, Middle, and Upper School Departmental examinations under former regulations.

(2) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.

(3) Certificates that he has passed the Departmental examinations under the present regulations as follows:—

(a) Lower School—

Arithmetic, Art, British History, Geography, Grammar, Physiography, and two of Botany, Zoology, Agriculture (First Year), Agriculture (Second Year).

NOTE 1—Upper School certificates in Botany and Zoology will be accepted in lieu of Lower School certificates in any two of Botany, Zoology, Agriculture (First Year), Agriculture (Second Year).

NOTE 2—A Middle School certificate in Art will be accepted in lieu of a Lower Schoo. certificate in Art.

NOTE 3—Middle or Upper School certificates in Latin will no longer be accepted in lieu of a Lower School certificate in English Grammar.

(b) Middle School—

English (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Music), Physics (or Agriculture, Part I), Chemistry (or Agriculture, Part II).

NOTE 1—A certificate of having obtained 40 per cent. on a paper in any one of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School paper:

English (Literature and Composition),
Algebra, Geometry, Chemistry.

NOTE 2—The Junior certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject other than Sight-singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

(c) Upper School—

English (Literature and Composition), History;
any two of Algebra, Geometry, Trigonometry; and
any two of Latin, Greek, French, German (or Spanish), Biological Science (Botany and Zoology), Physical Science (Physics and Chemistry).

NOTE—The third mathematical subject or the Intermediate certificate issued by the Conservatory of Music in any practical subject other than Sight-singing, together with the required Theory, may be substituted for either Physics or Chemistry.

3. An applicant for the Kindergarten-Primary course shall in addition to the above certificates submit a certificate from competent authority that she is able to sing and to play simple music on the piano or the organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

4. Applicants for admission to the Normal Schools who, not later than September, 1933, obtained Departmental certificates in one or more of—

(a) Lower School Botany, Zoology,
Agriculture (First Year),
Agriculture (Second Year);

(b) Middle School Physics (or
Agriculture (Part I),
Chemistry (or Agriculture, Part II);

(c) Upper School English (Literature and Composition, History;
and any two of Algebra, Geometry, Trigonometry; and
any two of Latin, Greek, French, German (or Spanish),
Biological Science (Botany and Zoology),
Physical Science (Physics and Chemistry),

may complete their standing for admission under the former regulations as set forth in the Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools, revised, 1932, (Sec. 16).

OTHER REQUIREMENTS

5. Each applicant for admission to a Normal School shall also submit the following documents on official forms to be supplied to him on application to the Deputy Minister:

(1) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity.

(2) An agreement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial schools of Ontario for at least the first year of his subsequent teaching experience.

NOTE—A violation of this agreement renders the certificate invalid.

(3) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents, or other relative or other person cognizant of the fact, that the applicant will be at least eighteen years of age before September 1st of the following year.

(4) A certificate from a clergyman or other competent authority that he is of good moral character.

APPLICATION FOR ADMISSION

6. (1) Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant, and, without this card, he will not be admitted.

NOTE—Candidates who fail to comply with the above regulations will forfeit their claim to admission to the course.

(2) Candidates who have appealed against the results of the midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

SESSIONS, TERMS, AND VACATIONS

7. (1) (*a*) The sessions of the Normal Schools for 1937-1938 will begin September 14th at 9 a.m. and end June 10th, and will be divided into two terms, the first, from the beginning of the session in September to the beginning of the Christmas vacation; the second, from the close of the Christmas vacation until the close of the session.

(*b*) On application to the Deputy Minister, teachers-in-training who are required to reattend, may enter at the beginning of the second term and remain until the close of the session in June.

(*c*) Teachers-in-training who, at a previous session, were prevented, through sickness or other compelling cause satisfactory to the Minister, from completing their course, will be permitted to enter at a special date to be determined in each case by the Minister.

(2) There shall be two vacations as follows:—

At Christmas, beginning on December 22nd and ending January 3rd, and at Easter, beginning on Good Friday and ending on the second Monday after Easter Day.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFF

8. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision, the Principal shall inspect the Normal and the urban and the rural practice schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Director of Professional Training at his official visit. In the event of immediate action by the Department being, in his judgment, necessary in any case the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, Normal School masters, to be designated by him each year, shall visit, in company with the Public or Separate School Inspector, rural schools in the district in which the Normal School is situated. Such masters shall submit, within a fortnight after their visit, a report of their observations for the consideration of the Minister and the whole staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School staffs may be required to take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

(5) (*a*) Concerted work on the part of the Normal and the practice schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staffs shall discuss with the staffs of the practice schools the subjects of General Method and Child Study, and both staffs shall organize and conduct the work for observation and practice-teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in observation and practice-teaching, but rather to establish an intelligent connection between theoretical principles on the one hand and their practical applications on the other.

(6) When, notwithstanding the certificate prescribed on page 4, a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(7) The Principal may, at any time during the session, dismiss from the school, teachers-in-training whose work, in his judgment and that of the staff, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

9. (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) All teachers-in-training are required to review, before the session opens, such Public and High School courses as are the academic bases of the professional courses represented in the certificates for which they are candidates.

(4) For the welfare of the women teachers-in-training, the Minister has appointed at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the women students for consultation and advice.

TEXT-BOOKS

10. (1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The academic text-books which form the bases for the professional work in the various courses shall be as follows:—

(*a*) First Class: The text-books prescribed for the courses of study of the Public and Separate Schools and of Grades B and C Continuation Schools.

(*b*) Kindergarten-Primary: The text-books prescribed for Form I of the Public and Separate Schools.

(3) The professional text-books are those whose titles are printed in italics in the Courses of Study.

(4) The teacher-in-training is required to provide himself with a copy of each of the text-books, academic and professional, connected with his course.

LIBRARY

11. Under the direction of the Librarian and the other members of the staff, the library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference. The library is also supplied with tables for reading and study.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

12. (1) Religious instruction is provided by local clergymen of the different denominations.

(2) A literary society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society, and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

A. First Class Certificates

13. (1) The courses of study for Interim First Class certificates shall consist of the following:—

Group I.

The Science of Education, School Management, Literature and Advanced Reading, Composition, Grammar, Arithmetic, History, Geography, Algebra and Geometry, Elementary Science, Advanced English, Primary Reading, Spelling, Nature Study, Agriculture, Vocal Music, Art, Writing, Physical Education, Manual Training, Home Economics (for women), Hygiene.

Group II.

Observation and Practice-teaching in the Kindergarten-Primary and the various Forms of the urban and rural practice schools, together with observation in the Kindergarten.

Group III.

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the course of study of the Public and Separate Schools, and such an extension of the academic subjects as time will permit.

B. Kindergarten-Primary Course

14. The courses of study for the Interim Kindergarten-Primary certificate shall consist of the following as defined herein:

Section A. Science of Education, Kindergarten Principles, School Organization and Management.

Section B. The special methodology of the following subjects of the Kindergarten, the Kindergarten-Primary, and Form I:—

(1) The subjects of Kindergarten Practice.

(2) The subjects of the Kindergarten-Primary and First Forms as follows:—

(*a*) Spelling, Composition, Nature Study and Geography, Arithmetic.

(*b*) Literature, Reading, Writing, Art, Manual Training, Sewing, Vocal Music, Hygiene, Physical Education, Library Methods.

SECTION C: Supervised Observation and Practice-teaching in the Kindergarten, Kindergarten-Primary, and First Forms of the practice schools.

NOTE—The courses in Section B (2) (*a*) shall include a review of the academic work from the standpoint of the methodology and the requirements of the Kindergarten, the Kindergarten-Primary, and Form I; and in Section B (2) *(b)* such extension of the academic courses as time will permit.

MODIFICATION OF THE COURSES

15. (1) The course in Reading shall include oral practice therein in the Literature class throughout the whole of the session.

(2) In the case of individuals who require additional provision, the course in Writing shall be accompanied and followed by home exercises directed and examined by the master so long as he may deem it necessary.

(3) The course in Spelling shall be taken up at the beginning of the session and shall be for the instruction and the guidance in self-improvement in this subject of the teacher-in-training.

(4) Teachers-in-training who have passed in the Manual Training, Home Economics, Agriculture, or Writing of the Lower School, or in the Art or Agriculture of the Middle School, shall complete, to the satisfaction of the instructor or instructors therein, the methodology, but may be exempted from the extension work of the course or courses concerned.

(5) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

16. (1) In determining the order and the grouping of the courses, due regard shall be had to the character of each subject and to the logical development of the courses.

(2) The principle of correlation shall be kept constantly in view as being of special importance in the methodology of each of the courses.

(3) (*a*) The courses in Science of Education, School Management, Literature, Composition, Grammar, Arithmetic, Home Economics, Music, Art and Physical Education will begin at the opening of the session and will continue until completed.

(b) The courses in the other subjects shall begin at such dates as the Principal may decide in accordance with the requirements of the courses and of the general organization and will continue until completed.

(4) The course in the special methodology of each subject shall be introduced by a few lessons of a general character, embracing the application of the prin-

ciples of general methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with:—

(a) The selection and the organization of the subject matter for the school Forms, taken in order, from the standpoint of presentation to the pupils.

(b) The discussion of methods of teaching, including typical lesson plans, accompanied by an academic review of the Public and Separate School courses and by the prescribed extension of the academic courses.

(c) The various courses shall be taken up in terms of the Public, Separate, and Continuation School Courses of Studies, the provisions of which shall be constantly kept in mind.

(5) From time to time the master in charge of a subject shall review his work with a further extension of the most important topics; but the responsibility for keeping up his knowledge of each course devolves upon the teacher-in-training himself.

APPORTIONMENT OF TIME

17. The programme of instruction for each class in the course, exclusive of observation and practice-teaching, will require about twenty-five class periods of forty-five minutes each weekly, or the equivalent thereof, during the session. The total number of periods for each subject shall be as nearly as practicable as indicated below. The length of each period shall be subject to the approval of the Director of Professional Training.

A. First Class

(1) The class periods shall be distributed among the various courses for the Interim First Class certificate, exclusive of observation and practice-teaching, approximately as follows: Science of Education, 50; School Management, 40; Literature, 40; Composition, 40; Grammar, 40; Advanced English, 30; Arithmetic, 40; Algebra, 15; Geometry, 15; History, 30; Geography, 40; Reading, 20; Spelling, 10; Elementary Science, 40; Nature Study, 40; Agriculture, 40; Music, 50; Art, 50; Writing, 25; Manual Training, 40; Home Economics, 40; Hygiene, 25; Physical Education, 40; Library Methods, 10; Religious Instruction, one period a week.

B. Kindergarten-Primary

(2) Subject to such modifications as the Principal of the Normal School may deem necessary:—

(a) The number of lessons in Kindergarten Principles and Practice shall be: 25 in Kindergarten Principles; 30 in Games, Songs, and Stories; and 60 in Gifts and Occupations.

(b) Having regard to the requirements of the courses for the certificate, the number of lessons in each of the Science of Education, Art, Writing, Vocal Music, Hygiene, and Physical Education, shall, subject to the approval of the Principal, be the same as those for each of the corresponding courses for First Class certificates.

(c) Subject to the approval of the Principal, the number of lessons in each of the other subjects shall be the same as that for each of the corresponding courses for First Class certificates.

OBSERVATION AND PRACTICE-TEACHING

18. (1) In order that the teacher-in-training may begin early in the observation and the practice-teaching, an introductory course shall be taken up in the following order:—

(a) An outline study of the work included under Education and General Method in the course in the Science of Education, which should be presented through the Ontario Normal School Manual, *The Principles of Method.*

(b) A supervised series of not less than eight demonstration lessons in the different Forms of the practice schools.

(2) One lesson a day shall be given to the work in (1) *(a),* which shall begin as soon as the organization is completed, the total number of lessons being about twenty. The demonstration lessons shall begin in the third week and shall continue for about two weeks.

(3) Each week throughout the session a demonstration lesson shall be taught by a member of the Normal School staff, before the assembled teachers-in-training. At a later time the teacher should discuss the lesson in the light of the principles of pedagogy with the various classes in the Normal School.

(4) The teachers-in-training shall be divided into suitable groups, and the work of observation and practice-teaching, including observation in the kindergarten, shall be taken up systematically per time-table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on his observation and practice-teaching lessons.

(5) The observation and practice-teaching lessons for each teacher-in-training shall be arranged so as to cover, in as many of the subjects as possible, the work of the Public and Separate Schools in all grades, and the work of Grades B and C Continuation Schools.

(6) The practice teaching shall be conducted according to the following plan:

(*a*) In the early part of the session each teacher-in-training shall teach one lesson a week in the practice school for a period of from six to ten weeks as the Principal may determine.

(*b*) The teachers-in-training shall then be divided into not more than four sections, and each section shall be sent in succession in groups of not more than three to the practice schools for a week at a time. During the week each teacher-in-training should have opportunity of teaching two or more lessons in succession, and towards the close of the week should have charge of the classroom for a half day.

(*c*) Assignments of the lessons to be taught shall be made by the critic teachers, subject to the supervision of the Principal and members of the staff of the Normal School.

(*d*) Each teacher-in-training shall submit to the Normal School master in charge of the subject or to the critic teacher a plan of the lessons referred to in (*a*) above. In the case of the lessons referred to in (*b*), plans shall be submitted as directed by the Principal.

(*e*) At the close of school each day the work shall be discussed by the critic teachers, the teachers-in-training, and the Normal School masters when present, with reference to the application of principles of teaching and to the management of the classes.

(*f*) Each teacher-in-training shall submit a criticism each week of one of the practice lessons referred to in (*a*), and such other criticisms of the lessons referred to in (*b*) as the Principal may direct.

(*g*) The maximum marks assigned to each practice lesson and to each written lesson report shall be 100.

(*h*) When more than one lesson is taught in a day, each shall be valued on the basis of 100, up to a maximum of four lessons. If more than four lessons are taught, the best four shall be valued.

(7) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the practice school teachers in connection with the observation lessons and the practice-teaching, so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the Master in charge of the Science of Education shall himself formally illustrate by actual teaching the principles he has discussed in class.

(8) In the Kindergarten-Primary course the minimum total number of observation and practice-teaching lessons for each teacher-in-training shall be as follows, the numbers being increased at the discretion of the Principal to suit the necessities of individual cases:—

(*a*) In the Kindergarten Form, observation lessons, 25; practice-teaching lessons, 20.

(*b*) In the Kindergarten-Primary Form, observation lessons, 15; practice-teaching, 10.

(*c*) In Form I, observation lessons, 15; practice-teaching, 10.

SESSIONAL RECORDS

19. (1) The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of practice school pupils, and, where held, the term examinations in the subjects.

(2) The general attitude of the teacher-in-training towards the work, his adaptability to teaching, and the probability of his future success as a teacher shall be taken into consideration in determining his sessional standing.

(3) A teacher-in-training who in any subject obtains 66 per cent. of the marks assigned to that subject on the sessional records for term work, class tests, and term examinations may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

First Class Final Examinations

20. (1) The final examination papers in Group I will be prepared by the Department and will be uniform for all the schools. The answer papers will be read in the Department by committees selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for observation shall be 500, and for practice-teaching, 1,000.

Interim First Class Certificates

21. (1) A teacher-in-training who holds the academic requirements of the First Class Course and who at the final examinations obtains 60 per cent. of the marks in each subject of Group I and 66 per cent. of the marks in each of the divisions of Group II, may, on the recommendation of the staff, be granted an Interim First Class certificate, valid for four years.

(2) A teacher-in-training who holds the academic requirements of the First Class Course and who fails in not more than four subjects of Group I, and who passes in Group II, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting at one annual examination or separately at different annual examinations, the examina-

tion in the subject or subjects in which he failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing will be required to attend another session, beginning after Christmas vacation, and repeat the course.

(4) Candidates who for any cause are required to attend another session, in whole or in part, will make application to the Deputy Minister for a card of admission.

(5) Candidates who hold Interim or Permanent Second Class certificates may, if academically qualified, obtain Interim First Class certificates by passing the final written and practical examinations of the course for Interim First Class certificates in Algebra and Geometry, Advanced English, and Elementary Science. Such candidates should apply to the Deputy Minister for permission to take these examinations, should give the number and date of their Interim Second Class certificates, and should submit certificates showing that they have passed the Upper School Departmental examinations.

(6) *(a)* Candidates who hold High School Assistants' certificates may qualify for Interim First Class certificates by attending a Normal School for the second term, passing the final examinations in Arithmetic, Composition, Grammar, History, Primary Reading and Spelling, Geography, Elementary Science, Nature Study, Art, Music, Physical Education, Manual Training, and (for women) Home Economics of the course for Interim First Class certificates, and satisfying the examiners that they are able to teach these subjects.

(b) After three years' successful teaching experience in a Public, Separate, or Continuation Grade B or C School candidates who qualify under this regulation will be granted Permanent certificates on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained.

(7) Candidates who have been exempted by the Minister of Education from attending at a Normal School on account of equivalent training in other provinces or countries and who are required to write on the final Normal School examinations for interim certificates will take all final examinations in the subjects of Group I and will also satisfy the examiners by teaching and other tests that they are competent to direct the practical work in the subjects covered by the certificates for which they are candidates. These examinations may be taken together at one annual examination or separately at different annual examinations.

(8) The pass standard for all candidates exempt from attendance is the same as that for teachers-in-training in attendance, but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(9) The final examinations in Reading, Vocal Music, and Physical Education for candidates exempt from attendance will include written tests, and also practical tests, to each of which 100 marks will be assigned.

(10) Candidates exempt from attendance shall take their practical tests in Group II at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Group I on dates set apart for the examination of candidates in attendance. The time table for the written examination will be issued in April.

(11) The holders of British Teachers' certificates obtained after two years' attendance at a Teachers' Training College and whose academic standing is accepted by the Minister of Education as the equivalent of that required for admission to the First Class course may qualify for Interim First Class certificates by passing the Normal School First Class written and practical examinations in the subjects of Group I.

Kindergarten Primary Examinations

22. (1) For the purpose of determining the final standing of teachers-in-training in the Kindergarten-Primary Course, examinations will be conducted in the following subjects:—

Kindergarten Principles, School Organization and Management, Science of Education, Kindergarten Practice (Gifts, Occupations, Songs and Games), Composition and Literature, Arithmetic, Reading and Spelling, Writing, Art, Vocal Music, Hygiene, Physical Education, Nature Study and Geography, Manual Training, Sewing.

(2) In these subjects the final examination papers will be prepared by the Department and the answer papers will be read in the Department.

(3) (*a*) The maximum marks in the final examination for each subject except Kindergarten Practice shall be 100 for the sessional records and 100 for the final examination.

(*b*) The maximum marks for Kindergarten Practice shall be 600, 100 being allowed for practical book work in Gifts, in Occupations, and in Songs, Games and Stories, and 100 for each of the three papers. For each of the other subjects, the maximum marks shall be 200—100 being allowed for sessional records and 100 for the final examination.

(4) Credit for sessional records shall be determined in the manner specified in Section 19.

Observation and Practice Teaching

23. (1) The marks counted in estimating the final standing of the teacher-in-training in observation and practice-teaching shall be those awarded her during the session for the lessons taught in the practice schools.

(2) The maximum marks for Observation in the Kindergarten Form shall be 250; in the Kindergarten-Primary Form, 150; and in the First Form, 100; for the Practice-teaching in the Kindergarten Form, 500; in the Kindergarten-Primary Form, 250; and in the First Form, 250.

Interim Kindergarten-Primary Certificates

24. (1) A teacher-in-training who at the final examinations obtains 60 per cent. of the marks in each subject of the written examination, and 66 per cent. in each of observation and practice-teaching may be granted on the recommendation of the staff an Interim Kindergarten-Primary certificate, which shall be valid for four years in a Kindergarten-Primary Form, a First Form, or an assistant or director in a Kindergarten Form.

(2) A teacher-in-training who at the final examinations fails to obtain a Kindergarten-Primary certificate, but who makes at least 66 per cent. in each of observation and practice-teaching, and who falls below the 60 per cent. standard in not more than four subjects, may, on the recommendation of the staff, be exempted, as provided in (6), below, from further attendance at a Normal School in order to obtain a certificate. Others who have failed are required to attend from the beginning of the second term until the close of the session in June and repeat the course.

(3) The holder of an Interim Kindergarten-Primary certificate may be granted, if academically qualified, an Interim First Class certificate provided she has attended for the second term the courses at a Normal School for said certificate and has passed the tests therefor at the final examinations; but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the First Class as for the Kinder-

garten-Primary certificate. Such candidate's work in observation and practice-teaching may be confined to the forms beyond Form I, the number of observation lessons and of practice-teaching lessons being determined by the Principal.

(4) The holder of an Interim First Class certificate or an Interim High School Assistant's certificate may be granted an Interim Kindergarten-Primary certificate provided that she has attended the course for a Kindergarten-Primary certificate from January to June and has passed the tests therefor at the final examinations, but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the Kindergarten-Primary and the First Class or High School Assistant's certificate.

(5) The holder of a Kindergarten Director's Certificate obtained under previous Regulations may be granted, if academically qualified, an Interim Kindergarten-Primary certificate provided that she has attended for at least the second term the courses at a Normal School in the Kindergarten-Primary and First Form subjects and has passed the final examinations connected therewith. Such candidate's work in observation and practice-teaching may be confined to the Kindergarten-Primary and Form I.

(6) Candidates who are hereafter exempted from attendance at a Normal School as provided in 24 (2) above, may take the examination or examinations in the subject or subjects in which they failed, but there shall be no allowance for the sessional marks obtained during attendance at the Normal School. These examinations may be taken together at one annual examination or separately at different annual examinations.

(7) A teacher holding a Permanent Second Class, an Interim or Permanent First Class, or High School Assistant's certificate may be admitted to Summer Courses for a Kindergarten-Primary certificate and, if successful in passing the final examination in connection therewith, may be granted an Interim Kindergarten-Primary certificate valid for two years. Such Interim certificate will be made permanent on the report of the Inspector, or Inspectors concerned, that the holder thereof has taught successfully thereon in one or more of the schools of the Provincial system for at least two years. See (8) below.

(8) Interim Kindergarten-Primary certificates obtained from attendance at Summer Courses shall cease to be valid on the expiration of the holder's Interim First Class or High School Assistant's certificate and no Kindergarten-Primary certificate obtained from a Summer Course shall be made permanent until the holder is in possession of a Permanent First Class or Permanent High School Assistant's certificate.

RECOMMENDATION—The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Courses provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Training, Home Economics, and Physical Education. By so doing, those whose time is occupied in the forenoon only may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.

NOTE—No one shall hereafter be qualified to teach a Kindergarten-Primary Form except those who hold a Kindergarten-Primary certificate obtained under the Regulations of the Department.

PERMANENT CERTIFICATES (See Circular 72, 1937)

Kindergarten-Primary, Second, and First Class

25. The Regulations regarding Permanent certificates are contained in Circular 72, which may be obtained on application to the Department.

APPEALS

26. A candidate who has passed in Practice-teaching, but has failed at an examination for a First Class or Kindergarten-Primary certificate may have his case reconsidered if, *within two weeks after the announcement of the results,* his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

NORMAL MODEL SCHOOLS

27.—(1) The terms of the Normal Model Schools at Ottawa and Toronto shall correspond with those of the Public and Separate Schools. The Regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of each Normal Model School shall be subject to the authority of the Headmaster of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School and responsible to him for the management and efficiency of the school under his charge.

THE OTHER URBAN AND THE RURAL PRACTICE SCHOOLS

28. (1) The Principals and teachers of the other urban and rural practice schools shall be subject to the authority of the Principal of the Normal School concerned for the purposes of the Normal School only, and shall discharge the duties required by the regulations of the Department satisfactorily to the said Normal School Principal. In the event of any dispute between the Principal of the Normal School and any Principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(2) Every teacher of the practice schools in charge of a class-room set apart for Observation and Practice-teaching, shall receive the teachers-in-training into his or her class-room for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(3) The Principal of the Normal School shall be permitted on consultation with the principals of the practice schools to arrange the time-table and such other practical details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement, to the Minister of Education whose decision shall be final.

SPECIAL PROVISION FOR THE NORTH BAY NORMAL SCHOOL

29. (*a*) At the North Bay Normal School the Department of Education will assist teachers-in-training who have been in attendance and whose ordinary places of abode are in the Districts of Ontario by refunding to each such teacher-in-training the cost, in excess of Five Dollars, of the railway or boat fare from his home to the school in September and to his home at the close of the session.

(b) To be entitled to assistance for the above travelling expenses it will be necessary for teachers-in-training to obtain receipts for all boat or railway fares, showing the amounts of the fares and the point or points from which the tickets were purchased and these receipts must be deposited with the Principal and by him forwarded to the Deputy Minister of Education when application is made for payment.

(c) No allowance will be made for parlour cars, berths, meals on train, luggage, etc., nor will the above assistance be available for a second year should the teacher-in-training receiving it fail to secure an Interim certificate after one year's attendance.

REPEAL OF REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the Regulations herein are hereby repealed.

COURSES OF STUDY FOR INTERIM FIRST CLASS CERTIFICATES

Science of Education

1. *The Nature and Purpose of Education.*
   (a) Education as growth; conditions of growth; varieties of stimuli; types of response.
   (b) Aims in education; the social aim; the individualistic aim; the true aim; examination of various statements of the aim in education.
   (c) Educational agencies; formal and informal education; the function of the school, the home, the church, the state, and the vocation as educational agencies.
   (d) Experience; the function of direct and indirect experience.
   (e) The school curriculum as an agency in providing the child with useful experience; the course of study as the embodiment of valuable race experience.
2. *The Learning Process.*
   (a) Learning as habit formation; habits informally developed and consciously acquired; stages in the formation of habit; value of habit.
   (b) Learning as acquisition of knowledge; principles underlying the process.
   (c) Learning as acquisition of attitudes; conditions of emotional and volitional growth.
3. *The Teaching Process.*
   (a) Teaching and habit formation; habit through free expression and conscious effort.
   (b) Teaching and the acquisition of knowledge:
      (i) Lesson units; principles governing selection.
      (ii) Lesson assignments; text-book assignments, the Dalton plan, the project assignment, the drill, the review.
      (iii) Motivation in the teaching process; adjustment of school lessons to tendencies and capacities; aims in class-room activities.
      (iv) The reconstruction of experiences; meaning of analysis and synthesis; interplay of the processes; the so-called "step of preparation".

(v) Particular and general ideas; how acquired; relative importance.

(vi) Expression and application; similarity and difference; phases of reconstruction; importance of exercises in expression and application; relation of expression to impression.

(vii) Historical background of lesson procedure.

(c) Teaching and the development of attitudes; the importance of the teacher's personality, association with others, the management of the school, and the course of study in the development of desirable emotional and volitional attitudes in children.

(d) Questioning; its value and limitations in leading pupils to acquire knowledge.

(e) Written examinations; various types and the particular values of each.

4. *Characteristics of Children.*

The characteristics of children at various stages in their development, and the significance of these characteristics in the selection and presentation of the materials of education and in the management of the school; varying types of children; mental hygiene.

Books of Reference:

Ontario Normal School Manual: *Principles of Method.*
Ontario Normal School Manual: The History of Education.
Ballard: The New Examiner.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kilpatrick: Foundations of Method.
Drummond: The Child, His Nature and Nurture.
Morgan: The Psychology of the Unadjusted School Child.
Sandiford: Educational Psychology.
Symonds: Mental Hygiene of the School Child.

School Management

Meaning and Aims of School Management: Organization and government; co-operation of educational agencies; the relation of the school to the community; types of schools; government.

Relation of Management to Method: Adjustment to local conditions; progressive adjustment.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Pupil: Privileges and duties; health conditions; formation of good habits; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class-rooms; the play-ground; the equipment; the importance of sanitary conditions.

Organization: Grading of pupils; methods of classification; promotion; the care of the individual; the care of abnormal children.

The First Day in School: Importance of the teacher's work and attitude on the first day.

The Time-Table: Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

Records and Reports: Methods of keeping the daily and general registers; value of school records; forms of reports; annual report.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; causes of disorder and inattention; methods of dealing with weaknesses and offences; incentives; penalties.

Problems and Results: Tests of attainments; conduct of examinations; tests for promotion; results of good management.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they pertain to the duties of school boards, teachers and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

Agreements between teachers and school boards.

Duties and powers of teachers and inspectors; the payments of the grants and other matters directly affecting the teacher, trustees, and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

NOTE 1.—Attention should be given in the discussion to the historical developments of forms of school organizations and management.

NOTE 2.—The Normal School principal should secure from the Department sufficient specimen pages from the authorized school registers and sufficient printed directions to insure adequate instruction in proper methods of keeping the required records.

Books of Reference:

Ontario Normal School Manual: *School Management.*

Ontario Normal School Manual: The History of Education.

Regulations and Courses of Study of the Public and Separate Schools.

Ontario Schools Acts.

Bagley: Class Management; Discipline.

Bennett: School Efficiency.

Freeland: Modern Elementary School Practice.

Lowth: Everyday Problems of the Country Teacher.

Literature and Advanced Reading

A. LITERATURE

Introductory: The nature and elements of literature; the value of literature in developing a taste for the beautiful and the good; special importance of the teacher's own qualifications.

Methods: Primary literature; comparison of values of reading and telling; supplementary reading contrasted with the exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read and recite well; the futility of attempts to develop formally the critical sense.

Necessity for preparing a suitable mood for the lesson; the lesson problem; the place of the author's biography and the experience and previous reading of the pupils; preliminary reading of the selection studied; the pupil's interpretation a matter of reconstruction of experiences; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less definite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; evils of over-analysis; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole; expression and application; the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work; difficulties of examining in literature; specimen examination questions and discussion of their suitability.

Bases of selection of material for the different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to the lower grades and of works suitable for the higher grades; complete wholes *versus* extracts.

The course shall include a course in literature in part based on selections in the Readers; directed sessional private reading course; suggestions for future reading; the literary study of the portions of the Bible prescribed by the Department of Education.

NOTE—Teachers-in-training having conscientious objections to the literary study of the Bible are excused therefrom by the principal.

B. Advanced Reading

In the study of literature the teacher-in-training should be given much practice in oral reading. For the details of this course, see page 27.

Books of Reference:

Ontario Public School Manual: *Literature.*

MacClintock: Literature in the Elementary School.

MacPherson: The Study of English Literature.

Arlo Bates: Talks on the Teaching of Literature.

Leonard: Essential Principles of Teaching Reading and Literature.

Tomkinson: The Teaching of English.

Composition

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression; the formation of habits of speaking and writing good English; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods: Oral exercises for encouraging pupil's free natural expression and extending his vocabulary; importance of framing questions that will require answers of considerable length; criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting errors of speech; relative value of pupil's own language and of special exercises as material for criticism; use of language games; the relation of oral to written composition; the relative values of reading and telling stories; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the

place of homework in written compositions; method of correcting written compositions; value of rewriting; difficulties in examining in composition.

The mechanics of written composition; paragraph and sentence structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks; abbreviations, etc.

Principles governing the choice of topics for the different grades; gathering, selecting and arranging material; class answers as material for oral composition; short stories; description of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories; school games; autobiographies of familiar things; themes from minor incidents and from school studies; general themes; letter writing, with special attention to form and style; invitations and replies thereto.

Books of Reference:

Ontario Public School Manual: *Composition and Spelling.*

Arlo Bates: Talks on the Writing of English.

Dickie: Modern Practice in the Teaching of Composition.

French: Writing.

Diltz: Models and Projects for English Composition.

Grammar

Introductory: The meaning of English Grammar; its relation to Composition; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III to be taken in connection with Composition.

Methods: The lesson plan; necessity of care in selecting examples; value of function; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; value of rules of syntax; use and value of our remaining inflections; substitutes for inflection; analysis and parsing, aim and value of each, method of conducting; oral and written exercises; treatment of false syntax; the review lesson, how to be conducted; a review of the main topics in the grammar course; history of the development of the English language.

Books of Reference:

Ontario Public School Manual: *Grammar.*

Leonard: Grammar and Its Reasons.

Martyn: Grammar in Elementary Schools.

Arithmetic

Methods: The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Analysis and synthesis; induction, and deduction; use of graphic methods and of concrete material; use of prescribed apparatus; drill devices to secure accuracy and rapidity in computation; importance of oral arithmetic.

Essentials of proper solutions; criticism of solutions; type solutions; simple problems involved in complex; solutions by full analysis and by performing only necessary operations; selection of problems.

The various arithmetical operations and their application, with special stress upon the elementary work.

Counting: measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration.

Addition: addition tables; order of exercises; devices.

Subtraction: additive and decomposition methods; order of exercises; devices.

Multiplication: relation to addition; tables; order of exercises; checking.

Division: relation to subtraction; relation to multiplication; short and long processes; order of exercises; factors and factoring; division by factors; cancellation; checking.

Measures and multiples.

Fractions: different interpretations; common and decimal fractions; notation; operations.

Compound Rules: tables of weights and measures; reduction; metric system.

Percentage: application to profit and loss, trade discount, commission, insurance, taxes, interest, discount, etc.

Mensuration: the areas of rectangles, triangles, and circles; the volumes of rectangular solids, prisms, cylinders, and cones; models in teaching mensuration.

Square root.

Books of Reference:

Ontario Public School Manual: *Arithmetic.*

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Lennes: The Teaching of Arithmetic.

History

Introductory: The special value of Canadian and of British History; what makes an event important; natural attractiveness of biography and its relation to history; the effect of the study of biography on the development of character; the relation of epochs to biography; systematic chronological study of history, its value and its dangers; the causal sequence of events.

Methods: Special necessity for the adaptation of the teaching of history to the different stages of the pupil's mental development. The picture and story stage: a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage: an introduction to history proper methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of simple causal relations and of the origin, development, and inner life of our civil institutions.

The recitation; its form and purpose; oral teaching and blackboard work by teacher; oral and written exercises by pupils at seat and at home; the use of pictures, maps, etc., of readers, of the text-book, and of current journals and periodicals.

The selection and arrangement of the following topics for the different grades:

History of aborigines; local history, beginning with the pioneers; current history.

Suitable biographies for different grades, as the lives of explorers, navigators, and soldiers, for primary grades; of statesmen, poets, scientists, inventors, etc., as representing more complex conditions, for higher grades.

The main epochs in British and Canadian History.

Purposes in teaching civics; civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, courts, school systems, farms, factories, routes and means of transportation; present forms of civic institutions;

Mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems and historical novels; character of history readers and of supplementary works for the different grades.

Significance and value of the flag.

Books of Reference:

Ontario Public School Manual: *History.*

Wallace: *A Study in Government.*

Barnard: The Teaching of Community Civics.

Jarvis: The Teaching of History.

Johnson: Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Cochrane and Wallace: This Canada of Ours.

Geography

Methods: The order of development in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views, modelling, map drawing, scales, and projections; weather observations and records; simple experiments in explanation of natural phenomena; observations in local geography; interschool correspondence; the use of the reference library, books of travel, geography readers, newspapers and periodicals; common mistakes in teaching geography and means of avoiding them; the relation of physical to commercial geography.

A review of the following topics, together with the selection and the arrangement of subject-matter suitable for the different grades: The earth's surface and the changes wrought by various agencies; rock formation and disintegration; study of a few of the commoner rocks and rock forming minerals; origin, formation and composition of soils; distribution of mineral deposits, including local deposits of building material, as marl, limestone, brick, clay, sand, and gravel, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography; the relation of geographical conditions to historical events and to the development of nations.

Books of Reference:

Ontario Public School Manual: *Geography.*

Amoss: Play Story Geography; Canadian Neighbourhood.

Cornish: Geography of Commerce for Canadians.

Stamp: The Teaching of Geography.

Wallis: The Teaching of Geography.

Algebra

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative

quantity; the simple rules; the distributive law, commutative law, index law, sign rules; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; simple simultaneous equations of two and three unknowns; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verification of results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations; Lower School algebra.

Books of Reference:

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Ligda: The Teaching of Elementary Algebra.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Young: The Teaching of Mathematics.

Geometry

Practical geometry to precede theoretical; use of instruments; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles, and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; the grouping and relating of propositions; applications of algebraic solutions; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

See Algebra above.

Elementary Science

Scientific Method: The teacher's general objectives in science teaching; the meaning of science and scientific method; relation of science to everyday life; observation and experimentation as a means of relating facts as causes and effects; how to plan inductive and deductive investigations; how to conduct classroom and laboratory instruction; explanations of the experiment; the problem, and the project methods; purpose and management of outdoor observations and field trips; use and management of aquaria, vivaria, note-books, text-books, and supplementary reading; laboratory equipment and making of simple apparatus.

NOTE—*The foregoing should not form the subject of a separate and continuous series of lessons at the beginning of the course but should be stressed and discussed in connection with appropriate topics and lessons throughout it.*

Biology

(a) *Botany*: Methods of instruction applied in presenting the following topics:

The function of roots; experimental demonstration of osmosis; experimental demonstration of root hair growth and structure.

Experimental demonstration of capillary action in soils.

Experimental demonstration of the presence of soluble substances in soils.

Conduction in roots and stems.

Adaptive structures of monocotyledon, herbaceous dicotyledon, and woody dicotyledon stems.

The meaning of growth of the functions of leaves; starch manufacture, transpiration, giving off oxygen.

The functions and structure of stomata.

Preparation for winter: food storage, leaf fall, winter buds.

Pollination and fertilization.

The fern as a green plant reproducing by spores.

The mode of life of a fungus illustrated by the study of bread mould.

Mode of life of one parasite of economic importance.

(b) *Zoology:* Methods of instruction applied in presenting the life habits and adaptations of the following: grasshopper, house fly, honey bee, fish, frog, bird, rabbit.

(c) The interdependence of the plant and animal kingdoms; excursions and problem—directing observations applied to topics in botany and zoology.

Physical Science: Method and management illustrated by developing the following topics in physical science and by practical applications of the principles involved:

(a) *Matter:* Properties of solids, liquids, and gases.

(b) *Air:* Air occupies space, has weight, exerts pressure; the barometer; measurement of humidity; common pump; relation between volume and pressure of a gas; diffusion of gases; combustion in air; rusting of iron in air; preparation, properties, and economic importance of oxygen, nitrogen, carbon dioxide; experiments to show the presence of these three gases and water vapour in air; action of carbon dioxide on limestone.

(c) *Fluids:* Archimedes' Principle (Law of Buoyancy); specific gravity of solids heavier than water.

(d) *Heat:* Transmission by conduction, convection, and radiation; expansion of solids, liquids, and gases; relation of boiling point to pressure; the effect of salts in solution on the boiling point and freezing point of water; evaporation and condensation of water.

(e) *Light:* Propagation in straight lines; shadows and eclipses; simple experiments on reflection.

NOTE—*Care should be taken to show, where possible, the applications of the foregoing in practical life.*

Books of Reference:

Ontario High School Manual: *Suggestions for Teachers of Science.*

Ontario Public School Manuals: *Nature Study; Geography; Household Science.*

Brown: Teaching Science in the Schools.

Croxton: Science in the Elementary School (1936).

Hensley and Patterson: Science, Indoors and Out.

Phillips and Cox: The Teaching of Biology (1935).

Twiss: Principles of Science Teaching.

Westaway: Science Teaching.

Advanced English

The study of the following works, extensively rather than intensively:

Shakespeare: Hamlet.

Sheridan: The Rivals.

Bennett: The Old Wives' Tale.

Reading

Introductory: The processes involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed word directly with the idea; the function and value of silent reading, sight reading, elocution.

Primary Reading: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the parts of both pupil and teacher and how to correct them; criticism by teacher and by pupils.

Advanced Reading: Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages: expression to be based on impression; the objects of advanced reading; methods of developing in pupils the reading habit and of creating and fostering a taste for good literature; the mechanical side of oral reading; correct pronunciation and distinct articulation, with suitable tone, pitch, inflection, movement, pause, grouping, force, emphasis, quality.

Intelligent and intelligible natural reading; the principles to be learned incidentally and summarized at the close of the course; exercise in breathing, articulation, and vocalization.

Books of Reference:

Public School Manuals: *Primary Reading; Ontario Readers, Books II, III, IV.*

The High School Reader: (The Canada Publishing Co.).

Clark: Interpretation of the Printed Page.

Stone: Silent and Oral Reading.

Spelling

Introductory: Value of spelling; nature and origin of the peculiarities of English orthography; causes of incorrect spelling and the difficulties experienced by pupils in learning to spell.

Methods: Necessity for teaching, not merely testing, spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the mental characteristics of the individual; phonic exercises, word-building and derivation in relation to spelling; syllabication; the place of transcription and dictation; checking and correcting errors; value of re-writing; prevention versus correction; the character of drill and review exercises; methods of varying the recitation; value of rules.

Principles of selection of material; grouping of words, incidental spelling; uses of the dictionary and of the spelling book.

Books of Reference:

Ontario Public School Manual: *Composition and Spelling.*

The Canadian Speller: Books I and II.

Nature Study

Methods: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions; the study of typical topics dealing with materials of nature study and illustrating methods of presentation in all grades; the great importance of relating feeling to knowledge in nature study work.

Selection of material for pupils of different grades and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens as a phase of nature study work; directions for the planning, planting and care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their natural environment.

Books of Reference:

Ontario Public School Manual: *Nature Study.*

Hodge: Nature Study and Life.

Dearness: How to Teach Nature Study.

Silcox and Stevenson: Nature Study.

Scott: Nature Study and the Child.

Agriculture

The work to be covered in Agriculture shall be that given in Courses C and D of Circular 56F with such modifications as are outlined below.

Course C: September; omit sections 1, 2 and 3: October; omit section 5: November; omit sections 2 and 3: December; as outlined: January; omit Chester White and Poland China hogs in section 1, and sections 3, 5 and 6: February; as outlined: March; as outlined: April; as outlined: May; as outlined: June; omit for examination purposes.

Course D: September; omit section 1 and 2: October; as outlined: November; as outlined: December; as outlined: January; omit section 3: February; as outlined: March; omit section 5: April; as outlined: May; as outlined: June; omit for examination purposes.

NOTE 1—*Methods of teaching the above topics shall be included for examination purposes.*

NOTE 2—*Some time should be given to a discussion of the organization and management of the Rural School Fair, but not for examination purposes.*

Books of Reference:

Ontario Teachers' Manual: *Elementary Agriculture and Horticulture.*

Ontario Teachers' Manual: *Nature Study.*

Agriculture for Public Schools. Hutchinson; Educational Book Co., Toronto.

Canadian Agriculture for High Schools. The Macmillan Company.

Botany for High Schools.

Zoology for High Schools.

Vocal Music

System: A practical knowledge of recognized systems of teaching the tonic sol-fa and staff notations; the relative importance of the staff and tonic sol-fa systems and the grading of musical studies.

Notation: Elements of notation, both tonic sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal cords in the production of the vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Tune: Practice in singing from the staff and tonic sol-fa modulators; intervals of moderate difficulty contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and sub-dominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple time; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and the rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices; use of the phonograph.

NOTE—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their claims to the teacher of music at the beginning of the session. For such teachers-in-training special instruction, if likely to be effective, will be provided, adapted to their needs. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music. this fact is stated in the certificate.

Books of Reference:

Cringan: *The Educational Music Course.*

Cringan: *Teacher's Handbook of Tonic Sol-fa System.*

Cringan: The New Canadian Song Series.

Boozey: Songs for All Voices—Imperial Edition.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Ham: The Rudiments of Music and Elementary Harmony.

Hardy: How to Train Children's Voices.

Hunter: Progressive Staff Readers.

Hill: The Singing Period.

Marshall: The Pedagogy of Music.

Mason: How to Teach the Staff Notation.

Hulbert: Breathing for Voice Production.

Art

Methods: The development of each division of the subject through the different Forms, with due consideration of the underlying principles which it is

expedient to teach in each Form; the interrelation of the different divisions of the subject; the selection and organization of the subject matter in each division from the standpoint of lesson presentation; methods of presentation, mediums, and modes of expression suited to the different Forms; the discussion of difficulties and ways and means of obviating these; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation and organization of illustrative material; necessary materials and apparatus, their use and care; the selection, preparation, and care of specimens and models; useful accessories and helps.

Representation: Appropriate mediums and modes of treatment for the following: specimens from nature such as grasses, twigs, flowers and other parts of plants; trees and simple landscapes; birds, animals or insects; spherical, cylindrical, and rectangular solids, or other objects through which the principles of *freehand* perspective may be observed; simple groups of two or three objects suitably arranged.

Illustration: Games, occupations, events, nursery rhymes and stories; drawing from the pose; practice in rapid drawing on the blackboard with white and coloured chalks.

Colour: The solar spectrum; the six standard colours, with their intermediate hues; the three properties of colour, with scales exemplifying these; the making and applying of uniform and graduated washes of colour; monochromatic, complementary, analogous, and dominant harmonies, and their use in decorative compositions and designs, and also in problems relating to life, such as the choosing of suitable colour schemes for dress, house furnishing, and schoolroom decoration.

Decorative Design: The sources of design; the laws that underlie good design; the making of borders, all-over patterns, and other surface patterns, and their application to appropriate constructed objects and in pictorial composition.

Composition: A study of the principles of good design in the arranging of specimens and models, and in the size, spacing, and placing of drawings.

Lettering: The principles of good lettering; skeleton and classic; Roman capitals; small (or lower case) letters; the importance of good spacing in the use of letters in titles, mottoes, and posters.

Art Appreciation: The critical study of a few masterpieces from the standpoints of handling, composition, and the thoughts conveyed by the artist; the study of Art in relation to life and to objects other than pictures.

Books of Reference:

Ontario Public School Manual: *Art.*

Manual Arts Drawing Books.

Graphic Drawing Books.

Art Education for High Schools.

Text Books for Art Education.

Caffin: A Child's Guide to Pictures.

Emery: How to Enjoy Pictures.

Koch: Pencil Sketching Portfolio.

Taylor: Elementary Art Teaching.

Dow: Composition.

Strange: Handbook of Lettering.

Hatton: Perspective.

Writing

Methods: Various styles of penmanship, their advantages and their disadvantages, their points of excellence, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills; value, management, various forms of movement drills; the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for prompt detection and thorough correction; individual versus class errors; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; economizing time; use of standard charts for judging writing.

NOTE—Necessary modifications in this course in writing are to be made after the publication of the new Course of Study for the Public and Separate Schools.

Book of Reference:

Ontario Public School Manual: *Writing.*

Physical Education

Effects of physical education; its hygiene; general direction for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable selected physical exercises in the tables of *The Syllabus of Physical Training for Schools, 1933;* supplementary physical exercises; abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; folk dances; singing games; class-room exercises; dress suitable for exercise, calisthenics, and drill.

NOTE—While formal drill has its place in physical education, it should not be stressed at the expense of the recreational exercises, games, sports, folk dances, etc.

Books of Reference:

The Syllabus of Physical Training for Schools. Revised Edition, 1933.

Barton: Physical Training, including Athletics and First Aid to the Injured.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Cantlie: First Aid to the Injured.

Kimmons: Guild of Play Books, Parts 1, 2 and 3.

Furbush and Allen: Books of Games.

Wood and Cassidy: The New Physical Education.

Colby: Natural Rhythms and Dances.

Neilson and Van Hagen: Physical Education for Elementary Schools.

Niels Bukh: Fundamental Gymnastics.

Manual Training

Equipment: The equipment for urban and for rural schools.

Handwork: Typical forms of constructive work adapted to the capacities of pupils in Forms I, II, and III, including weaving, elementary paper and cardboard work and modelling; simple exercises with raffia.

Advanced cardboard work; bookbinding, simple repair of books, trimming and mounting of pictures.

Materials used for modelling and how to keep them; modelling natural forms; modelling as a means of teaching geographical concepts; supplementing observation of the topography of the school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with the teaching of drawing and design.

Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses; such exercises as may be related to agriculture and horticulture, nature study, school exhibits, etc.

Drawing: A short course in mechanical drawing with and without instruments; plans and blueprints.

Books of Reference:

Ontario Public School Manual: *Manual Training.*

Story-telling with Scissors.

Swannel: Paper Modelling.

Baxter: Paper and Cardboard Construction.

Lester: Claywork.

Sargent: Modelling in Public Schools.

Noyes: Handwork in Wood.

Prang: Industrial Arts Text Books.

Prang: The Manual Arts for Elementary Schools.

Marten: Manual Training Play Problems.

Home Economics

Equipment: The equipment for urban and for rural schools.

Foods: Elements of food required by the body; their sources, food value, and digestion; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, baking; food combinations; flour mixtures; lightening agents used in these; table service; the preparation and serving of school lunches; meals.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge; necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

Sewing: Study and application of different stitches; basting, running stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds); button holes; mitred and square corner; hemming; making doll's apron.

Textile materials used: their identification, names, kinds, widths, and usual prices; variations of weave in regard to beauty and strength; growth, manufacture, and finish of cotton, silk, wool and linen, and their use and value for clothing.

Books of Reference:

Ontario Public School Manuals: *Household Management, Sewing, Household Management for Rural Schools.*

Greer: Food and What It Does.

Lincoln: The School Kitchen.

McGlanfin: Handicraft for Girls.

Walker: Manual of Needlework and Cutting Out.

Hygiene

School Hygiene: School sanitation, common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provision of *The Ontario Public Health Act* and Regulations, so far as they pertain to pupils, teachers and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body, spinal curvature, its causes; digestive system; foods; care of teeth; saliva; physiology of respiration and circulation; skin and other depuratory organs; nails; hair; bathing; clothing; etc.; muscles; the relation of exercise to health; brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry; effects of alcohol and tobacco, on organs and functions.

Myopia and presbyopia; affections of the eye by improper school accommodations; colour blindness; tests for defective eyesight; ear, throat, and nose troubles causing dulness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbites, sunstrokes and heat strokes, burns; bandaging.

NOTE—Certain of the foregoing topics are included also under others of the professional courses; they should be reviewed in Hygiene.

Books of Reference:

Ontario Public Health Act and Regulations.

Bailey & Coleman: First Book of Biology. (Part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness. The Body in Health, Making the Most of Life.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and Schoolroom Use.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Library Methods

The use of card catalogues, reference books and periodicals, and information files; the organization and administration of a library in a rural school; the relation of the school library to the community, the selecting of books for a school library; the reading room; the care of books; library lessons with children.

COURSES OF STUDY FOR KINDERGARTEN-PRIMARY CERTIFICATES

Science of Education

The same as the First Class Course. (See page 18).

Kindergarten Principles

The kindergarten as a function of education.

Froebel, with special reference to the development of elementary education.

Froebelian principles and their application in the kindergarten methodology and practice, organization, and equipment.

The Montessori Method and its applicability to Ontario school conditions.

School Management

The same as the First Class Course, but with special reference to the Kindergarten, the Kindergarten-Primary and Form I. (See page 19).

Kindergarten Subjects

1. Gifts

The course in the Gifts includes a knowledge of the Froebelian Gifts in sequence; their general and specific objects; and their functional value in connection with kindergarten and kindergarten-primary work; an adequate number of illustrative forms in a progressive sequence to be entered in a Gift Book, as follows:

First Gift: Exercises involving varied objectives.

Second Gift: Exercises in familiar activities, with new purpose and varied form.

Third Gift: Exercises showing the transition to productive self activity. Four original forms of life; three original forms of beauty.

Fourth Gift: Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift: A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift: A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Seventh Gift: Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

Eighth Gift: Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift: Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another; one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

NOTE—All forms, designs, and exercises with blocks, tablets, rings, etc., should be placed in proper Gift Book.

2. Occupations

The course in the Occupations includes a knowledge of the Froebelian Occupations, the methods of applying them in teaching and the tracing of their connection with other branches of Kindergarten work.

Sewing: Designing and perforating picture cards and sewing them with suitable colours; methods in the development of simple sequences in borders and in symmetrical designs.

Weaving: Methods in the development of a logical sequence in weaving, borders, all over patterns, diagonal effects and their application to appropriately constructed objects, attention being paid to colour harmonies.

Folding and Cardboard Construction: A series of forms from the circular basis; construction of objects based on the salt-cellar and the table cloth ground form with possible variations; a series of forms leading up to the sixteen square ground-form and the construction of objects based thereon; baskets, favours, etc., suitable for special occasions.

Pictorial and Decorative Design: Paper tearing, free cutting, outline cutting; arranging and mounting in groups the objects cut to illustrate scenes, stories, songs and games; advance pictorial work suitable for kindergarten decoration.

Drawing and Painting: The use of various colour mediums in directed or imaginative expressions.

The Sand Table: Method in the development of simple manipulative and constructive activities; individual and co-operative work in the illustration of stories and the presentation of various experiences necessary to child development.

Modelling in Clay and Plasticine: Methods in the development of typical forms connected with the child's interests, form the ball, cylinder and cube; development of story illustration and of expression of the child's ideas in original forms.

Stringing: Beads, discs, nature material in rhythmic arrangement of colour and number units.

Pegs and Beads: Development of colour, number, spacing and symmetrical design.

3. Mother Play

The course in the Mother Play includes a study of the educational principles and practice of Froebel as embodied in the "Mutter and Kose Lieder," and the relation of the Mother Play to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to select and teach games suitable to the needs of the growing child and preparatory for the folk dances, calisthenics, and drill of the rest of the course.

NOTE—In discussing kindergarten principles special attention is given to the question of historical development.

Books of Reference:

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*

Curtis: Practical Conduct of Play.

Drummond: The Child, His Nature and Nurture.

Froebel: Education by Development.

Blow, Hill and Harrison: The Kindergarten.

Fulmer: The Use of the Kindergarten Gifts.

Morgan: The Montessori Method.

Lee: Play in Education.

Milton Bradley: Paradise of Childhood (Golden Jubilee Edition).

O'Shea: New Ways with Children.

K. D. Wiggin: Kindergarten Principles and Practice.

Harrison: The Unseen Side of Child Life.

Tom: Everyday Problems of the Everyday Child.

Wheelock: Talks to Mothers.

Wellock: A Modern Infant School.

Spelling

The same as the First Class Course, but with special reference to the Kindergarten-Primary and Form I.

Composition

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression; the formation of the habit of speaking and writing good English; the effect of the teacher's example upon the pupil's language; the value of reading and of memoriing good literature; expression as a stage in the development of every lesson; the necessity for special exercises in oral and written composition.

Methods: Methods of securing the pupil's free natural expression and of extending his vocabulary through conversations on various topics, including the Kindergarten Gifts, Occupations, and Stories; the principles governing criticism of composition; the dangers connected therewith and means of avoiding them; the selection and organization of materials.

Books of Reference:

Ontario Public School Manual: *Composition and Spelling.*

Arlo Bates: Talks on the Writing of English.

Nature Study and Geography

Methods: Nature study and geography as a method; special characteristics of a typical lesson; directions for conducting school excursions; the study of special topics dealing with the materials and illustrating methods of presentation; the great importance of relating feeling to knowledge in nature study work; relation to formal science and to the symbolic games of the kindergarten.

Selection of material for nature study and geography lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens, a phase of nature study work; the planning and the care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their natural environment and relations.

Books of Reference:

Ontario Public School Manuals: *Nature Study, Geography.*

Hodge: Nature Study and Life.

Dearness: How to Teach Nature Study.

Silcox and Stevenson: Nature Study.

Scott: Nature Study and the Child.

Coulter: Practical Nature Study.

Arithmetic

Methods: The scope of arithmetic; kindergarten materials and occupations as a basis for number; how to use the pupil's home experiences and the kindergarten materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, squared table, kindergarten sticks, etc.; the development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration, addition, tables, order of exercises, devices; substraction, additive method, decomposition method; order of exercises, devices; typical forms of seat work; application of number facts in the Occupations of the Kindergarten-Primary and of the First Form; simple problems.

Book of Reference:

Ontario Public School Manual: *Arithmetic* .

Reading

Introductory: The process involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impression; constant necessity for connecting the printed symbol directly with the idea; the function and value of silent reading, sight reading.

Methods: Primary reading; the various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupil.

Attention to the mechanical side of and practice in oral reading; exercises in breathing, articulation, and vocalization.

Books of Reference:

Public School Manual: *Primary Reading.*

The High School Reader. The Canada Publishing Co.

Literature

Methods: Nature and elements of literature; qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; suggested lists of fairy tales, fables, nature stories, etc.

Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Special importance of teacher's own qualifications; a class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; directed sessional private reading courses for teachers-in-training; suggestions for their future reading.

NOTE—Teachers-in-training having conscientious objections to the literary study of the Bible are excused therefrom by the Principal.

Books of Reference:

Ontario Public School Manual: *Literature.*

The Golden Rule Books.

MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Teaching of Literature.

Lindsay, Maud: Mother Stories.

Lindsay, Maud: More Mother Stories.

Lindsay, Maud: A Story Garden of Little Children.

Alden: Knights of the Silver Shield.

Robert Louis Stevenson: A Child's Garden of Verse.

Bailey: For the Children's Hour.

Harrison: In Story Land.

Bryant: How to Tell Stories to Children.

Chedlock: The Art of the Story Teller.

Bailey: For the Story Teller.

Writing

The same as the First Class Course, but with special references to the Kindergarten-Primary and Form I. (See page 31).

Art

The same as the First Class Course. (See page 29).

Manual Training

Modelling: The materials used for modelling, and how they are prepared and stored; free modelling as a means of expression in connection with home and

school life; representation on the sand-table as a means of teaching geographical concepts; representation of natural objects, oranges, apples, nuts, leaves, bananas, etc.; illustration of stories.

Weaving: The materials used for weaving, raffia, wool, yarn, string, pieces of clean rag, silkoline; natural material, pine needles, rushes, etc.; the formation of patterns and designs on paper looms; winding on cardboard foundations, napkin rings, boxes, picture frames; simple braiding of three or four strands and the use of braids for stitching; weaving on simple looms and on cardboard shapes, hats, mats, cushions, and dolls' clothing; knitting.

Paper: Free cutting and picture mounting; folding simple geometric figures such as squares, rectangles, triangles, etc., and the use of these as elements in the formation of patterns; illustration of stories; making simple objects such as windmills, boxes, trays, simple furniture; furnishing a doll's house.

Drawing: Geometrical drawing as applied to paper and cardboard construction; simple scales and lettering for blackboard use in the preparation of lessons.

The course in Manual Training shall include a consideration of the Kindergarten Gifts and Occupations as methods of introducing free manual expression. The work in the different materials shall include the initial work of Form II, in order that the teacher-in-training may see the relation thereto of the work of Form I.

Book of Reference:

Ontario Public School Manual: *Manual Training.*

Sewing

The Kindergarten work in tablets and sticks and the outlining of picture cards.

Study and application of different stitches; basting, running stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching, mending; darning (different kinds); button holes; mitred and square corner; hemming; making a doll's apron.

Books of Reference:

Ontario Public School Manual: *Sewing.*

Walker: Manual of Needlework and Cutting Out.

Vocal Music

The same as the First Class Courses, but with special reference to the Kindergarten, Kindergarten-Primary and Form I. (See page 29).

Hygiene

The same as the First Class Courses. (See page 33).

Physical Education

Effects of Physical Education; its hygiene; emphasis upon the instruction for Kindergarten-Primary and Form I classes; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable of the selected physical exercises in the tables of *The Syllabus of Physical Training for Schools, 1933;* supplementary physical exercises;

abdominal exercises, skipping exercises, dancing steps; folk dances and singing games; indoor and outdoor games; class-room exercises; dress suitable for exercises, calisthenics and drill.

Books of Reference:

The Syllabus of Physical Training for Schools. Revised Edition, 1933.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book. Parts 1, 2 and 3.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and Schoolroom Use.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Bremner: Song Games and Ball Games.

Newton Harris: Graded Games and Rhythmical Exercises.

Niels Bukh: Fundamental Gymnastics.

NOTE—The content of the subjects for Permanent First Class certificates which were prescribed for holders of Permanent Second Class certificates obtained under former Regulations is given in Circular 23A, 1936, pages 29-34. Candidates who desire to complete under this arrangement are reminded that the privilege of doing so expires in June, 1938. After that date, such candidates will complete the requirements under the conditions prescribed in Circular 72, Section III, Subsections (4) and (5).